



High Ability Language Arts Units - Grade 8
Power: Leaders, Legacies, and Leverage
Classroom Management - July 2015

Lesson Number	Suggestions for Facilitating Grouping
Lesson 3: The Desire for Power	Students may work in groups of 3-4 on their research. If using the differentiation suggestion of limiting the choices for some groups, group accordingly.
Lesson 4: The Retention of Power - Poetry	If you choose to differentiate the writing assignment (sonnet or narrative), group students together who are working on like writing assignments.
Lesson 5: Resolution and Wrath	Group students who are only writing one quatrain instead of three together.
Lesson 6-8: Problem Based Learning	Group students by ability level. For students who need additional support, use the differentiation suggestion of reducing the number of countries to research. These groups may still create the same style of presentation using fewer countries as examples.
Lesson 8: Text To Text Connections – The Velveteen Rabbit	Divide your students into two leveled reading groups and complete this lesson separately with each group. The higher-level reading group can use <i>The Velveteen Rabbit</i> as suggested in the unit, and the lower-level reading group can use <i>Corduroy</i> and the alternative discussion questions as suggested on the content differentiation chart.
Lesson 9: The Passing of Power from Generation to Generation	The play may be read as a whole class or in groups. If you choose to read as a class, allow students who struggle to read the side-by-side No Fear version of the play. This will allow them to feel more comfortable. If you choose to read in groups, you may group students using the No Fear version together.

Lesson 10: Powerful Words Leading to Powerful Options	The play may be read as a whole class or in groups. If you choose to read as a class, allow students who struggle to read the side-by-side No Fear version of the play. This will allow them to feel more comfortable. If you choose to read in groups, you may group students using the No Fear version together.
Lesson 11: Introduction to Research	For students in need of support, require the use of three sources off of the library cart of biographies before they continue to online research. This will ensure they are on the right track before going further.
Lesson 13: The Power of Birthright	All students may complete the Frederick Douglass / Edmund comparison, but for students who are capable and mature, small groups may view the CDC report on non-marital childbearing in the United States and use statistics to make inferences about how the belief that illegitimate children are inferior in some way has changed over time.
Lesson 14: Active and Passive Voice in Frederick Douglass	Group students who need more grammar support together and use the alternate sentences. The concept will still be the same, but the sentences are less intimidating.
Lesson 15: Irony - The Power of Expectations	<p>If some students complete the alternate assignment (the comic strip), instead of the skit, have these students place their comics around the room for a gallery walk. Between skit performances, while groups may be setting up or preparing themselves, allow students to stretch their legs and view each other's ironic comics.</p> <p>All students should complete the <i>King Lear</i> Irony Organizer.</p>
Lesson 16: The Power Society Provides	For this Socratic Seminar, consider using a fishbowl technique and alternating featured groups. You may consider skipping around in the order, alternating lower-level question sets with higher-level question sets. If you choose to hold a whole-group discussion, consider using the differentiation tip to provide students in need of scaffolding with access to a few of the question and the reading a day early.
Lesson 17: The Suppression of Power - "Harrison	When reading, consider allowing students in need to support to use headphones to listen to an audio copy of the story. All students should then be able to complete the Suppression of

Bergeron"	Power organizer activity.
Lesson 19: The Power of Vision and the Danger of Blindness	After watching the video, students may split into two groups. Groups in need of support may write a proposal of how the gorilla video could be recreated at school and how the class could collect data to see if the experiment could be replicated. High-Ability students may complete the non-fiction reading during this time. Groups may then come back together to complete the "Blindness in Lear" organizer. Consider using the jigsaw method with the organizer to assist students in need of support.